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The evaluation of a 3-year pilot program of vocational education in 34 Wisconsin comprehensive high schools as set forth in this manual focuses on (1) the extent to which pilot schools individually and collectively were able to identify local program needs and meet them, and (2) the extent to which local programs were accepted as part of the comprehensive high school programs by students, staff, and the community. Sections of the manual include: (1) major areas of concern, (2) duties of local evaluation chairmen, (3) procedures for conducting local self-evaluation, (4) composition and role of the evaluation review committee, (5) composition and role of the state evaluation committee, and (6) evaluation criteria for guidance and counseling, local administration, local planning, and instructional program. A related document is VT 007 544. (CH)

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A MANUAL TO BE USED IN THE EVALUATION OF THIRTY-FOUR COMPREHENSIVE HIGH SCHOOLS IN WISCONSIN WHICH PARTICIPATED IN A THREE-YEAR PILOT PROGRAM OF HIGH SCHOOL VOCATIONAL EDUCATION.

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WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
MADISON, WISCONSIN

William C. Kahl, State Superintendent

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OFFICE OF EDUCATION

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February, 1968

Evaluation Manual

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THE EVALUATION OF THIRTY-FOUR PILOT HIGH SCHOOLS

Background To The Program

The pilot program in high school vocational education was established with this objective: to permit a cross-section of Wisconsin high schools to participate in the development of a comprehensive program of vocational education opportunities based on the needs and capabilities of their local school districts. The challenge to pilot schools was broad and generally non-directive.

In February of 1965, in response to an invitation and guidelines sent to all high schools in the State, over 60 high schools filed written applications to the State Superintendent to be considered for participation in the program. Selection was based on the written application and a supervisory visit to the school; in the Spring of 1965 34 schools in 29 school districts were chosen as pilot schools. The schools selected represent a genuine variety of community and school situations in Wisconsin.

The one commonality among the 34 schools was their commitment to give the total program an honest try, to organize for local action, and to reach out for new and needed programs. The State Department of Public Instruction committed a top priority to these schools in terms of supervisory and consultative help and services, and the pilot schools were given first consideration in the funding of projects each year.

Each pilot high school was requested to select one local staff member to serve the school district as a Local Vocational Education Coordinator (a "director and consultant" of the overall program). A job description was furnished each school to assist in the selection of the best qualified person for this position. During the summer of 1965, a special summer-session program at the University of Wisconsin in Madison was conducted to help prepare these LVEC's for their new roles.

Use of a State Evaluation Steering Committee

The three-year schedule of the pilot high schools emphasized planning in the first year, planning and implementation in the second year, continued planning and implementation plus evaluation in the third year.

To give the evaluation as much credence as possible, and to gain the benefit of the insight and concerns of various individuals and groups throughout the State of Wisconsin, a state steering committee was appointed by the State Superintendent of Public Instruction (see page 3). This committee helped identify the areas to be investigated, authorized a subcommittee to draw up the evaluation instruments, adopted an evaluation procedure, and reviewed and approved the final instruments to be used.

Objectives of the Evaluation

The need for vocational education programs on the high school level was spelled out in the report of the Panel of Consultants appointed by President Kennedy and substantiated in the stated purposes of the Vocational Education Act of 1963. The subsequent action in the State of Wisconsin by the State Board of Vocational, Technical and Adult Education and the Department of Public Instruction in setting up a separate administrative unit for high school vocational education reflected an educational leadership concern to provide in-high school vocational education opportunities.

The nature of in-high school vocational education programs, the suitability of various guidelines for program development, the extent to which vocational education programs would be acceptable to and developed within the framework of the comprehensive high school, among other things, needed to be tested. Hence, the pilot high school program in vocational education.

The objectives of the evaluation, then, is to help determine the extent to which pilot schools individually and collectively were able to identify local program needs and meet them; the extent to which local programs were accepted as a part of the comprehensive high school's program by students, staff and other community members will also be investigated. Data gathered and analyzed will help determine the future course of action by high schools throughout the State. State guidelines for program development will be revised in light of evaluation conclusions and recommendations.

Eleven Major Areas of Concern Priority Ranked By The State Steering Committee

Rank	Area of Concern	Item Number on the original list
1.	Local Acceptance of Vocational Education	5
2.	Vocational Education Courses of Study	3
3.	Enrollments in Vocational Education	6
4.	Local and State Planning for Vocational Education	1
5.	Individual Student Benefit	7
6.	Articulation of High School and Post-High School Programs	4
7.	Balanced Program of Vocational Education Opportunities In Districts	2
8.	Observations, Impressions and Viewpoints (Perception of) On the Program of Vocational Education	11
9.	Follow-up of Graduates	9
10.	Impact on State Labor Market	8
11.	Costs of Local Vocational Education Programs	10

STATE STEERING COMMITTEE FOR THE EVALUATION OF THE PILOT HIGH SCHOOL PROGRAM IN VOCATIONAL EDUCATION

This ad hoc committee was established to help determine procedures to be used for an effective evaluation of the pilot high school program in vocational education and to give needed direction to the designing of survey instruments. A procedure to make possible a significant evaluation considering the breadth and depth of the pilot high school program and the variety and intensity of planning and implementation activity which has taken place in all schools was developed. Committee membership is as follows:

Mr. Everett W. Marg
LOCAL VOCATIONAL EDUCATION COORD.
Oshkosh High School
Oshkosh, Wisconsin

Mr. John Gallagher
PRINCIPAL
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Appleton, Wisconsin
(Mr. Spears replaced Dr. Gilberts
upon his leaving the State for a
new position.)

GENERAL TIMETABLE

Date - Place	Event or Activity
May, 1967 to January, 1968	State Steering Committee for the Evaluation was appointed by the State Superintendent and met several times in Madison to review the pilot program and to suggest procedures for the conduct of the evaluation. A subcommittee of the State Committee met several times to design instruments, suggest procedures, etc. Final approval by the State Steering Committee of the evaluation design.
Feb. 7 - Wausau Feb. 8 - Madison	Meeting of Local Evaluation Chairmen (regional); forms distributed.
Feb. 9 to Feb. 19 - local schools	Self-evaluation forms administered; all evaluation forms, except Form E-6, due in DPI by February 19.
Feb. 19 to March 1 - local schools	Self-evaluation form E-6 administered; Form E-6 due in DPI by March 1.
March 1-4 - Madison	Initial checking of forms.
March 7 & 8 - local schools March 12 & 13 - local schools	On-site visits to four high schools by Evaluation Review Teams
March 18	All evaluation data - school self-evaluation forms and reports from Evaluation Review Teams due in DPI.
March 18 to May 3 - Madison	Coding of evaluation instruments; card punching; tabulation of data. Collecting of other available data on pilot schools.
May 8, 9 & 10 - Madison	Meeting of State Evaluation Committee; review and discussion of data; formulation of conclusions and recommendations.
May 13 to June 1 - Madison	Compilation of Evaluation Report; initial drafts of individual school reports and total program reports.
June 5 - Madison	State-wide meeting of local pilot school administrators, etc. from pilot schools for initial, oral report of the evaluation.
August 1 - Madison	Final report on the Pilot Program In High School Vocational Education.

LOCAL EVALUATION CHAIRMEN

Specific Duties

1 - Attend regional meeting of local evaluation chairmen.

2 - Receive quantity of self-evaluation forms needed for the local evaluation.

3 - Meet with local administrator(s) to discuss the required procedures for the local self-evaluation.

4 - Distribute questionnaires to the appropriate individuals in the school district. In doing this, explain purpose of evaluation as necessary, encourage complete cooperation, and establish the due date for returning completed questionnaires. (Note: Local evaluation chairmen are not to attempt to interpret or answer questions concerning any specific questionnaire items--items not clear nor fully understood by the questionnaire respondents should be answered to the best of their own ability to relate to each item.)

5 - Request the chief school administrator to appoint the local instructional program committee.

6 - Check periodically with questionnaire respondents to be sure that completed forms are returned to the State Evaluation Committee within the time schedule established.

7 - Arrange for the random selection of sophomores and seniors and for the administration of survey questionnaires E-3 and E-7 to the appropriate student groups. 1090 1670

8 - Return the completed student questionnaires E-3 and E-7 and the completed instructional program questionnaire E-6 to the State Evaluation Committee.

9 - Issue a "completion report" to the State Evaluation Committee after all local self-evaluation forms have been completed and sent in.

10 - Proper code number must get on each page of the questionnaire.

PROCEDURE FOR CONDUCTING THE LOCAL SELF-EVALUATION

The self-evaluation of each pilot school is one of the critical phases of the total program evaluation. The self-evaluation includes the following survey instruments which are provided by the State Evaluation Committee and which are to be administered to the following individuals or groups in each school:

Form E-1, A Survey of Guidance Directors Concerning Practices Relating to Vocational Education Guidance and Counseling Programs	(Guidance Directors of each school)
Form E-2, A Survey of School Counselors Concerning Practices Relating to Vocational Education Counseling	(Each school counselor)
Form E-3, A Survey of Sophomore and Senior Students Concerning Local Vocational Programs	(A random sample of 10% of the sophomores and seniors in each school)
Form E-4, A Survey of Local Vocational Education Coordinators Concerning Program Planning and Implementation	(Local Vocational Education Coordinator of each school or of the school district. Will not be used where LVEC is not employed.)
Form E-5, A Survey of Local Administrators Concerning Program Planning and Implementation	(Superintendent of schools for the district and the principal of each school.)
Form E-6, A Survey of Vocational Education Instructional Programs--Planning and Implementation	(The instructional program committee in each pilot school)
Form E-7, A Survey of Students Enrolled in Capstone Courses	(Each student enrolled in a capstone course.)
Form E-8, A Survey of Chairmen of Local Advisory and Steering Committees Concerning Program Planning and Implementation	(The chairman of each local advisory committee or another designated member if necessary.)
Form E-9, A Survey of Teachers of Capstone Courses Concerning Instructional Program Development	(Each teacher of a capstone course.)

It is important that the Local Evaluation Chairman promptly distribute the survey questionnaires to the appropriate persons in the local community immediately following the regional meetings of evaluation chairmen.

Upon the completion of the survey questionnaire, each person other than students and the Instructional Program Committee should send the completed questionnaire directly to the State Evaluation Committee using the envelopes which are provided with each questionnaire. The local evaluation chairman should not receive any of the completed questionnaires and should not attempt to answer questions concerning any individual questions in any of the questionnaires; to the extent necessary, the local chairman should explain the importance of the self-evaluation and the necessity of following established procedures.

The local chairman should forward to the State Evaluation Committee the completed survey questionnaires which are answered by students and by the Instructional Program Committee. It is important that established deadlines be followed in all cases.

As soon as the local chairman is assured that all survey forms have been completed and sent in, a "completion report" should be forwarded to the State Evaluation Committee. The submission of that report will terminate the responsibilities of the local chairman.

The following are specific instructions and pertinent comments with respect to each questionnaire:

1 - Form E-1 The guidance director of each pilot high school must fill in this form. In the absence of someone who is specifically designated as the guidance director for the school, one of the school counselors who is in the best position to report on the overall guidance and counseling program of the school.

2 - Form E-2 Each of the school counselors should individually fill in a copy of this form. (If one of the counselors fills out E-1, <u>that</u> counselor should <u>not</u> fill in one of these forms.)

3 - Form E-3 A random sampling of 10% of all the sophomores and seniors should fill in this form. After those students who are to fill in the questionnaires have been identified, it is suggested that a group meeting of these students be used for the actual administration of the questionnaire; approximately 15 minutes will be required for students to complete the questionnaire.

The random sample should be drawn in this manner: the total number of sophomores in the school should be divided by 10; the resulting number (rounded up if not a whole number) will be used in determining the number of students to respond and in selecting the individual students. A roster of all sophomore students currently enrolled in the school should be used; then the resulting number determined above should be applied to the list and students selected accordingly. For example, if there are 148 sophomores currently enrolled in a school, 148 divided by 10 would produce the number 15 (if the quotient is not an even number, increase it to the next higher number). Then the 15th, the 30th, the 45th, etc. student on the list should be selected until a total of 15 students is selected. If on the day on which the survey questionnaires are filled out any of the students initially selected should be absent, the selection process should be continued from the point at which the last name was selected and proceeding through the first name on the list (rather than starting with the beginning of the list again) until the necessary number of students is obtained.

4 - Form E-4 The person who has been officially designated as the Local Vocational Education Coordinator for the school or the school district must complete this questionnaire. If no LVEC is currently employed, no one will complete this form and it should be returned blank to the State evaluation Committee with an explanatory note attached.

5 - Form E-5 The chief school administrator in each pilot school district plus the principal of each pilot high school is to individually fill out and return one of these questionnaires. There ordinarily should be no reason for administrators other than the above to fill these out; however, if either of the persons who normally fill these positions is not available during the period for the self-evaluation, someone who has been assigned the duties and responsibilities normally associated with those positions should be asked to fill out and return the form.

6 - Form E-6 (Parts 1, 2, & 3) The Instructional Program Committee which is appointed by the local superintendent must take a careful look at this form before proceeding with it.

One of the important items in E-6 (Part 1) is the identification of all courses of study which are available to students in the particular pilot school which meet the criteria for a reimbursed, capstone course whether or not the particular course is reimbursed at this time. It appears as though each pilot school has courses other than those which are reimbursed that help to prepare students for the labor market or a post-high school continuation of their program; it is important that these courses be identified and reported in this phase of the evaluation.

Courses which might be reported as "reimbursable" in question 6-2 should be offered at the senior level, should be oriented rather specifically towards the requirements of occupations for which it attempts to prepare young people, and should have enrolled in it a majority of students who have a definite interest (expressed or unexpressed) in potentially entering that occupational field. Within the context of the forgoing discussion and the description of the capstone course contained in the "Vocational Education Handbook for Wisconsin High Schools" the Instructional Committee should identify and report such courses. A majority of the Instructional Committee members should agree as to a course meeting the criteria referred to here before it is so reported on this form. The judgment of the Instructional Program Committee will be final in terms of identifying and declaring such courses to be reportable.

Part 2 of E-6 must be filled out for each advisory or steering committee which serves the local program. These committees may or may not have been appointed by the local superintendent. It is important that each committee which relates to the local program be identified and reported on Part 2.

Part 3 of E-6 is required of each course reported in 6-1 and 6-2. Although some of the information obtained may not be readily obtainable, all is important information and hopefully can be provided.

As suggested in the cover letter for Form E-6, the Instructional Program Committee will probably want to designate tasks of determining and gathering certain data which is requested. At the initial meeting of this Committee, it would undoubtedly be wise to review the forms, assign

data-gathering tasks to certain individuals, and then have the Committee meet periodically to review the data prior to its being recorded on the questionnaire. The chairman of this committee should be one who is in a position to delegate the tasks to the most appropriate persons and to see to it that the tasks are accomplished. It is important, however, that the entire committee be aware of and in agreement with the data which is ultimately provided.

Since Form E-6 is generally the most demanding in terms of information requested, it would be desirable to have those individuals on this committee who have other forms to fill out in this self-evaluation to complete and send in those forms prior to this committee beginning its work. The due date for completing and returning Form E-6 has been adjusted accordingly.

7 - Form E-7 All students enrolled in those courses identified in 6-1 and 6-2 should fill out this questionnaire. The time required to complete this form is approximately 20 minutes and could quite easily be accomplished during part of a regular class period. Although a response is desired from every student enrolled, it will not be necessary to follow up on those students who may be absent during the period when this form is administered unless an unusually high number of students is absent. A response of 90% of the students enrolled will be acceptable if 100% is not attainable.

8 - Form E-8 This form is to be filled out by the chairman of each advisory or steering committee referred to in Form E-6. However, if the chairman of any committee happents to be someone who is a member of the staff of the pilot high school or the local school district, it will be necessary for some other member of the committee to be selected to respond to this questionnaire. If the chairman does not qualify in terms of the above restriction, or if he is not available at the time that these instruments must be completed, one of the other regular members of the committee should be asked to respond to it.

The questionnaire should be personally delivered by the local evaluation chairman to the advisory committee chairman or other respondent. Since this person will not be an employee of the school district, particular care should be taken to be sure that the individual understands the purpose of the evaluation and the mechanics of it. (Each advisory committee member might be informed of the evaluation at some regular meeting if they are not already aware of it.)

9 - Form E-9 This form is to be filled out by the teacher of each capstone course independently and mailed directly back to the State Evaluation Committee. The teacher of each course identified in 6-1 and 6-2 must be included here; no teacher should fill out more than one of these forms, however.

Suggestions for Local Evaluation Chairmen:

At the time that the survey questionnaires are distributed to the appropriate individuals in your school district, encourage the individuals to attend to the tasks of completing the questionnaire just as soon as possible. The field test of the instruments indicated that a maximum of 1 to 1½ hours is required for the completion of all forms except E-4 and E-6. (E-4 may take up to 4 hours and E-6 will take a considerable amount of time depending upon the number of committees and courses to be reported and the degree to which the required information is readily available.)

Completing the questionnaires promptly and returning them will be greatly appreciated and will make the work of the local chairman and other participants easier.

At an appropriate, reasonable length of time after the survey questionnaires have been distributed, a personal contact should be made with each individual to find out whether or not the questionnaire was completed and sent in. This should be done prior to the actual due date of the form so that a further check can be made at a later time if necessary.

When it is known that all questionnaires have been completed and sent in, the local evaluation chairman should send a letter to the State Evaluation Committee stating that the local self-evaluation has been fully completed. This will terminate the responsibility of the local chairman and will let the State Evaluation Committee know that all forms have been completed and mailed in. Return handbook -

If for some reason or other any part of the local self-evaluation cannot be completed, an explanation of why it cannot be completed should also be forwarded to the State Evaluation Committee by the local evaluation chairman.

Where necessary, the State Evaluation Committee will request through the State Superintendent a meeting with local school officials to clear up any difficulties or discrepancies which occur in the processes of the local self-evaluation. Requests for such meetings can be initiated by the local evaluation chairman or any member of the State Evaluation Committee.

Do all that is possible to make the evaluation of your school or district as accurate and complete as possible. Submit as much data and information as you can; feel free to supplement what is required in the evaluation itself with any other information or data which you or others involved in your local program feel to be significant in helping to give insight into your total program and its impact in your district.

THE EVALUATION REVIEW COMMITTEE
Composition and Role

Evaluation review committees will visit a pre-selected number of pilot schools following the completion of the self-evaluation phase. Approximately four schools will be visited.

These committees will consist of persons selected by the Department of Public Instruction from other school districts which have had some participation in the reimbursed high school vocational education program (not necessarily from other pilot schools). Those selected for membership on these committees will come from among persons who are in the following capacity in their districts:

1 - superintendent of schools
2 - high school principal
3 - guidance director
4 - school counselor
5 - vocational education teacher
6 - local vocational education coordinator
7 - advisory committee members
8 - businessmen
9 - industrialists

Each committee will be appointed by the State Superintendent of Public Instruction and will consist of about nine persons. There will be an ex-officio chairman from the staff of the State Department of Public Instruction. The role of the committee will include the following:

1 - Meet prior to the on-site visit to review available data.
2 - Visit selected high schools and meet with administrators, teachers, students, local businessmen, and others to discuss the local program and its evaluation. Data will be verified by spot checking certain questions for consistency of answers and to assure that the evaluation procedures were followed. A complete tour of facilities will also be made.
3 - Write a summary report of the visit to include observations, findings, and interpretations of certain data. The report will be submitted to the State Evaluation Committee.

THE STATE EVALUATION COMMITTEE
Composition and Role

The State Evaluation Committee will consist of seven members to be appointed by the State Superintendent of Public Instruction. Members on this committee will come from among the following:

1 - Staff of the Board of Vocational, Technical and Adult Education

2 - State AFL-CIO

3 - Teacher educators

4 - School administrators

5 - State Advisory Committees

6 - Staff of the Department of Public Instruction

This committee will meet in Madison for several days following the processing and tabulation of data on the pilot schools by the Department of Public Instruction. Data will be reviewed and studied; a summary of findings along with conclusions and recommendations will be developed and submitted to the State Superintendent for inclusion in a final report.

CRITERIA TO BE USED IN THE EVALUATION OF PILOT SCHOOLS
IN HIGH SCHOOL VOCATIONAL EDUCATION

1 - Guidance & Counseling

Students are provided with information about vocations.
An introduction to vocations which reaches all students is presented early enough so students may consider their occupational objectives prior to enrolling in vocational education courses.
A variety of guidance tests is used to help identify student aptitudes, abilities, and interests in terms of vocational education.
School counselors devote time in counseling individual students on their concerns about job preparation and vocational education courses.
Some special responsibilities with respect to the vocational guidance function are assigned to some school counselors.
Senior students demonstrate a consistency in stating their preference for careers and future job pursuits.
Students receive help with respect to choosing high school courses from a variety of sources.
Students receive advice or information about post-high school plans from a variety of sources.
Students discuss a variety of subjects, including preparation for jobs or post-high school vocational-technical programs, when in counseling sessions with school counselors.
Counseling and guidance take into consideration individual needs, interests, and aptitudes in relation to employment demands and requirements in programming students into vocational education instructional programs.
Students are involved in career guidance activities which help them to better understand the broad spectrum of vocational education opportunities and their own aptitudes and abilities in relation to these opportunities.
Guidance directors and school counselors are aware of and familiar with post-high school vocational and technical educational programs and opportunities.
Vocational guidance activities are an integral part of the total school program of guidance and counseling.

2 - Local Administration

Advisory committees are used by local schools in the planning, developing, and evaluating of instructional and related programs.
A variety of courses, representing at least five occupational fields, are made available to senior students to help prepare them for employment opportunities or post-high school vocational-technical programs.
Local advisory committees are used as sounding boards for new programs and ideas.
Provision is made for offering or making available vocational education instructional programs during other than the normal school semester or school year if such a need is identified.
Vocational education teachers are provided with time to plan and develop new instructional programs.
Students are given assistance by the school in seeking employment upon their graduation from the school.

Evaluation of instructional programs includes follow-up studies of the job success of graduates.
The role and function of the Local Vocational Education Coordinator is clearly definedby the local administration.
Students are permitted to enroll in vocational or technical education courses in other schools as part of their program when necessary and feasible.
High school administrators recognize the value of vocational education in the total program of the comprehensive high school.
Functions and duties of local advisory and steering committees are clearly described.
Vocational Education is understood and accepted by all staff members of the local schools.
A variety of devices and media are employed to inform various publics of the school district about the purposes and objectives of the vocational education program.
Local Vocational Education Coordinators are utilized in each school.
Local Vocational Education Coordinators devote their time to tasks or responsibilities which they deem to be important.
Local Vocational Education Coordinators receive assistance from a variety of information sources.
The Local Vocational Education Coordinator perceives his role consistent with that of his administrators.
The S.D.P.I. guidelines for vocational education program development and the priorities of expenditures of federal funds are adequate and effective in terms of the support of local vocational programs as measured by local administrators.

3 - Local Planning

The local teaching staff, including non-vocational educators, are involved in the planning for vocational education programs.
Joint curriculum or program study committees are formed which include both high school and post-high school personnel.
Help and assistance given by the Department of Public Instruction to local vocational education programs is adequate as measured by Local Vocational Education Coordinators.
Local Vocational Education Coordinators are familiar with and use the resource of the Wisconsin State Employment Service in planning local programs.
Local Vocational Education Coordinators are familiar with and use resources of vocational-technical and adult schools in planning programs.
Local Vocational Education Coordinators are familiar with and use the resources of labor groups in local program planning.
Local Vocational Education Coordinators are familiar with the State Apprenticeship Program.
Vocational education instructional programs are offered in each school based on a long-range plan for the development of vocational education for the school district.
Vocational education instructional programs are consistent with the philosophy of the individual schools.
Vocational education instructors benefit in terms of instructional activities from the advice and suggestions of local advisory or steering committees.

4 - Instructional Program

Instructional programs are designed to develop occupational competencies including skills, attitudes, and knowledge required by the occupations; instructional programs also help to lead students into post-high school vocational and technical programs related to the high school instructional program.

Students make a career choice or designate a career preference prior to enrolling in vocational education courses.

Students enrolled in capstone courses are given on-the-job experiences of an educational nature to supplement classroom learnings whenever desirable and feasible.

Resource persons from the business employing community are used to supplement classroom instruction.

Instructors are knowledgeable of current occupational practices and relate these to the courses which they teach.

Vocational youth organizations are used to supplement the instructional program in each occupational areas.

Facilities and equipment used in instructional programs are comparable to those found in the occupations.

Students are motivated to increase their achievement in the general school program as a result of their participation in the vocational education program.

Requirements or prerequisites for enrollments in vocational education courses are realistic in light of the demands of the occupations or post-high school programs for which they are preparing students.

The number of students enrolled in the various vocational education courses tends to reflect the stated or likely pursuits of students in terms of their activities following high school graduation.

Students are motivated to complete their vocational education courses and achieve graduation from their school.

Facilities for vocational education are adequate in size to conduct instructional programs effectively and safely.

Facilities for vocational education permit individual instruction as required by the instructional program.

Requirements and opportunities for apprenticeship programs are included in the instructional program.

Students who complete vocational education instructional programs on the high school level are employed in occupational areas related to their high school program or enter post-high school instructional programs related to their high school preparation.

Individual students are helped in terms of personal adjustment by their participation in vocational education programs.

Students who are potential dropouts are retained in the school for reasons related to their participation in the vocational education program.

Students with special needs are served in the vocational education instructional program.

Students enroll in vocational education courses for reasons consistent with the purpose of the vocational education capstone course.

Students receive a variety of personal benefits from their enrollment and participation in capstone vocational courses.

Enrollments in vocational education reflect a cross section of the student body.

Students who enroll in vocational education capstone courses enroll in a variety of general education and academic subjects as well as the courses required by their schools for graduation.

A sufficient amount of time is provided for instruction in vocational education courses to permit the effective teaching of vocational education study units.

Vocational education instructors are professionally prepared to handle both in-classroom and on-the-job instructional programs.

Field trips are used to supplement classroom instruction and to help students better understand the nature of a variety of occupations and their opportunities and requirements.

Resource persons from the business and industrial community are utilized by vocational education instructors in capstone courses.

The development of work habits and attitudes toward work is emphasized in vocational education instructional programs.

Some questions to be answered through the surveys of pilot schools as part of the evaluation of the programs

Are Local Vocational Education Coordinator's (LVEC) considered to be important by the administrators and the LVEC's of the pilot schools which utilized them?

What are some of the important qualifications which an LVEC should have as perceived by the LVEC's in the pilot schools?

What are some of the important tasks assigned to LVEC's in the pilot schools?

To what extent were local advisory committees helpful in the planning and implementing of vocational education instructional programs?

Should the high school vocational education program be extended to other Wisconsin high schools in the opinion of administrators, LVEC's, and guidance counselors in the pilot schools?

Do guidance directors, counselors, and students perceive the local guidance program as being effective?

Are modifications necessary and desirable in the State administration of vocational education as viewed by local administrators, LVEC's, and guidance counselors?

Are high school students, as reflected by sophomores and seniors, concerned with preparing themselves for jobs and at what point in their school development do they first develop this interest?

Do guidance directors and school counselors feel that the vocational aspect of the local guidance and counseling program is comparatively weak? Do students concur with the feelings?

What do the administrators of the pilot schools perceive as major problems facing schools in the implementation of vocational education programs?

Are students with an interest in attending college more frequently counseled by school counselors than those who are interested in post-high school pursuits other than college entrance?

What are some of the common reasons why students enroll in or do not enroll in vocational education courses?

CODING OF PILOT SCHOOLS IN THE EVALUATION PROCESS

First digit: Size of School

1 - large (800+ students grades 9-12)
2 - medium (500-800 students)
3 - small (200-499 students)

Second digit: Geographic Location

4 - northwest
5 - northeast
6 - central
7 - southwest
8 - southeast

Third and Fourth: Pilot School Identification Number--assigned to each school in alphabetical order beginning with number 11

Appleton 1-5-11
Beaver Dam 1-8-12
Eau Claire Memorial 1-4-13
Eau Claire North 2-4-14
Franklin 2-8-15
Green Bay Southwest 2-5-16
Horicon 3-8-17
Hurley J.E. Murphy 3-4-18
Kenosha Bradford 1-8-19
Madison 1-8-20
Markesan 3-8-21
Menomonie 1-4-22
Milwaukee Custer 1-8-23
Milwaukee Marshall 1-8-24
Milwaukee Pulaski 1-8-25
Milwaukee South Division 1-8-26
Milwaukee West Division 1-8-27
Monona Grove 1-8-28
Muskego 1-8-29
Oconomowoc 1-8-30
Oshkosh 1-5-31
Plymouth 1-8-32
Portage 1-6-33
Pulaski 2-5-34
Richland Center 2-7-35
St. Croix Falls 3-4-36
Shawano 1-5-37
Spooner 2-4-38
Superior 1-4-39
Tomah 1-6-40
Union Grove 2-8-41
Wabeno 3-5-42
Wausau 1-6-43
Wisconsin Rapids 1-6-44